



General Certificate of Education

Media Studies 5571/6571

MED4

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit Four – Texts and Contexts in the Media (MED4)

This unit addresses the following assessment objectives:

- A01 demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using Key Concepts
- A02 demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies
- A03i demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.

Weighting of Assessment Objectives	
A01	2 ½ %
A02	7 ½ %
A03i	5 %
Total	15 %

Quality of Written Communication

Examiners should reward responses which are well organised, clearly expressed and use appropriate terminology.

Question 1(a)

(30 marks)

Is “balance” ever possible within the news?

Illustrate your answer with examples.

Level 6 (26-30 marks)

The answer shows confident and appropriate evaluation, using a range of contextual factors. It demonstrates sophisticated knowledge and understanding of relevant current ideas, theories, debates or information about balance in the news. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate evaluation, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about balance in the news. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound evaluation and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about balance in the news. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some evaluation based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about balance in the news. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about balance in the news. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about balance in the news.

Question 1(b)

(30 marks)

What is news and where does it come from?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, using a range of contextual factors. It demonstrates sophisticated knowledge and understanding of relevant current ideas, theories, debates or information about news sources and/or selection. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about news sources and/or selection. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about news sources and/or selection. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about news sources and/or selection. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about news sources and/or selection. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about news sources and/or selection.

Question 2(a)

(30 marks)

“Audiences find stereotypes accessible, but accessibility is both a strength and a weakness.”

Discuss, illustrating your answer with examples.

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, using a range of contextual factors. It demonstrates sophisticated knowledge and understanding of relevant current ideas, theories, debates or information about the strengths and weaknesses of stereotypes. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about the strengths and weaknesses of stereotypes. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about the strengths and weaknesses of stereotypes. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the strengths and weaknesses of stereotypes. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the strengths and weaknesses of stereotypes. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about the strengths and weaknesses of stereotypes.

Question 2(b)

(30 marks)

“Realism only emerges through construction.”

How convincing do you find the media construction of a social group or place you have studied?

Level 6 (26-30 marks)

The answer shows confident and appropriate evaluation, using a range of contextual factors. It demonstrates sophisticated knowledge and understanding of relevant current ideas, theories, debates or information about the media construction of a social group or place. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate evaluation, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about the media construction of a social group or place. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound evaluation and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about the media construction of a social group or place. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some evaluation based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the media construction of a social group or place. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the media construction of a social group or place. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about the media construction of a social group or place.

Question 3(a)

(30 marks)

“The audience may know what to expect, but are still excited by genre texts.”

To what extent is this true?

Level 6 (26-30 marks)

The answer shows confident and appropriate evaluation, using a range of contextual factors. It demonstrates sophisticated knowledge and understanding of relevant current ideas, theories, debates or information about audience expectations and whether they are excited by genre texts. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate evaluation, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about audience expectations and whether they are excited by genre texts. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound evaluation and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about audience expectations and whether they are excited by genre texts. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some evaluation based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about audience expectations and whether they are excited by genre texts. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about audience expectations and whether they are excited by genre texts. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about audience expectations and whether they are excited by genre texts.

Question 3(b)

(30 marks)

“Genre theory is a way of organising similar texts and then discriminating between them.”

Discuss.

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, using a range of contextual factors. It demonstrates sophisticated knowledge and understanding of relevant current ideas, theories, debates or information about the ways that genre organises and discriminates texts. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about the ways that genre organises and discriminates texts. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about the ways that genre organises and discriminates texts. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the ways that genre organises and discriminates texts. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the ways that genre organises and discriminates texts. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about the ways that genre organises and discriminates texts.

Question 4(a)

(30 marks)

“The producers of Reality TV/Documentary are constantly pushing the boundaries of taste and decency in order to maximise the audiences for their programmes.”

How far do you agree with this statement?

Level 6 (26-30 marks)

The answer shows confident and appropriate evaluation, using a range of contextual factors. It demonstrates sophisticated knowledge and understanding of relevant current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences, with a focus on issues of taste and decency. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate evaluation, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences, with a focus on issues of taste and decency. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound evaluation and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences, with a focus on issues of taste and decency. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some evaluation based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences, with a focus on issues of taste and decency. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences, with a focus on issues of taste and decency. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences, with a focus on issues of taste and decency.

Question 4(b)

(30 marks)

“As we no longer see the audience as an undifferentiated mass, audience theories can be of little use.”

Discuss.

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, using a range of contextual factors. It demonstrates a comprehensive knowledge and understanding of relevant current ideas, theories, debates or information about different concepts and theories of audience. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, using a range of contextual factors. It demonstrates proficient knowledge and understanding of relevant current ideas, theories, debates or information about different concepts and theories of audience. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and refers to a range of contextual factors. It demonstrates solid knowledge and understanding of relevant current ideas, theories, debates or information about different concepts and theories of audience. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some evaluation based on a consideration of contextual factors. It demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about different concepts and theories of audience. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about different concepts and theories of audience. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about different concepts and theories of audience.